Common Core ELA Instructional Shifts and English Language Learners

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Objectives

- Identify the Common Core ELA Instructional Shifts and how they effect classroom instruction for ELLs.

The Common Core DOES Include ELLs!

"ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency.

Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress."

http://www.corestandards.org/assets/application-for-english-learners.pdf

6 Shifts in English Language Arts

Shift 1	**PK-5 – Balancing Informational and Literary Text** (50% informational text – science and social studies emphasis)
Shift 2	**6-12 – Building Knowledge in the Disciplines** (Content teachers outside ELA emphasize literacy experiences)
Shift 3	**Staircase of Complexity** (Grade-appropriate complex text and knowing when and how much to scaffold for students)
Shift 4	**Text-based Answers** (Conversations are dependent on a common text. Teachers ask text-dependent questions and value evidence)
Shift 5	**Writing from Sources** (Writing emphasizes use of evidence to inform or make an argument)
Shift 6	**Academic Vocabulary** (Building students' ability to access complex text)

6 Shifts		3 Shifts:
1: Balancing Informational and Literary Texts	=	1: Building knowledge through content-rich nonfiction and informational texts.
2: Knowledge in the Disciplines		
4: Text-based Answers	=	2. Reading and writing grounded in evidence from text.
5. Writing from Sources		
3: Staircase of Complexity	=	3. Regular practice with complex text and its academic vocabulary.
6. Academic Vocabulary		

Shift in Instruction for Language Arts

- Elementary--Today about 80% ELA curriculum is based on literature but the CCSS calls for 50% of Language Arts instruction to be based on "Reading from Informational Text."

- Secondary (6-12)—CCSS calls for a three-way distribution of types of text used for instruction:1/3 scientific, 1/3 informational/literary non-fiction, and 1/3 literary

- Writing—currently schools teach and stress writing personal opinion (what you feel and think). CCSS will expect students, by 6th grade, to write to inform and to argue with supporting facts across ALL content areas.

Gabriela Uro, Education Week Webinar, May 4, 2011

Shifts Require Heightened Language Demand

English Language Arts (2 Domains)

- Reading from Informational Text (4 clusters)
    - Key Ideas and Details
    - Craft & Structure
    - Integration of Knowledge and Ideals
    - Range of Reading and Level of Text Complexity

- Writing (4 clusters)
    - Text Types & Purposes
    - Production & Distribution of Writing
    - Research to Build & Present
    - Range of Writing

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Expectations for Achievement of ELLs

CCSS require and create the space for a much needed change in how ELLs are perceived and what they are expected to do.

Ongoing Challenges in ELL Education--
- Data reveal gaps are unacceptably high on NAEP and state assessments
- Systemic issues
  - Low Expectations
  - ELLs as afterthought
- Instructional issues—
  - appropriate core instruction and interventions
  - professional development

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Appendix A: Application of Common Core State Standards for English Language Learners

"Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support."

SHIFT 1

Balancing Informational and Literary Texts (PK-5)

How It's Been	How It Will Be
1. Texts have been matched to grade level based on how well students are likely to comprehend the material	1. Texts will be matched to grade level based on how well we want students to read
2. Teachers have placed students in out-of-grade level materials to ensure that the texts won't be too hard	2. Teachers will need to focus on teaching students at grade level or on stretching them from lower levels to higher ones
3. Teachers read books to students or tell them what the books say when the books are challenging	3. Teachers will need to support students' own attempts to read challenging texts, and without telling what the books say
4. Teachers taught with a predominance of stories and literary non-fiction (biographies, ect.)	4. Teachers will need to balance instruction between informational and literary text.
5. Teachers integrated skills and strategy teaching into guided reading.	5. Teachers will need to balance this with greater emphasis on the text alone through close reading.

As you review the charts below, consider the implications for reading and writing instruction at your site(s).

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Distribution of Communicative Purposes by Grade by Grade
in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain and Inform	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

PARCC Framework Grade 3
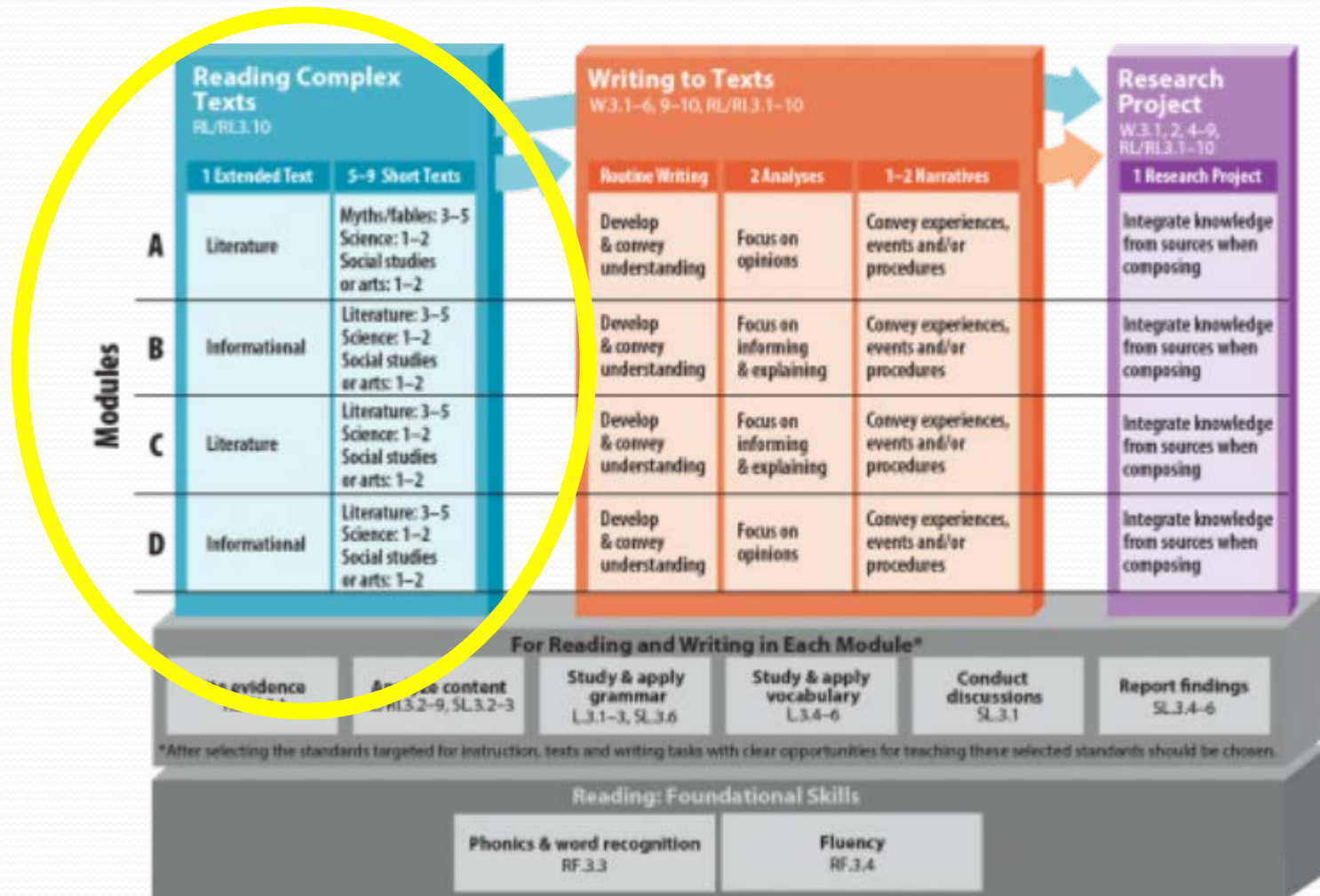
PARCC Framework Grade 7
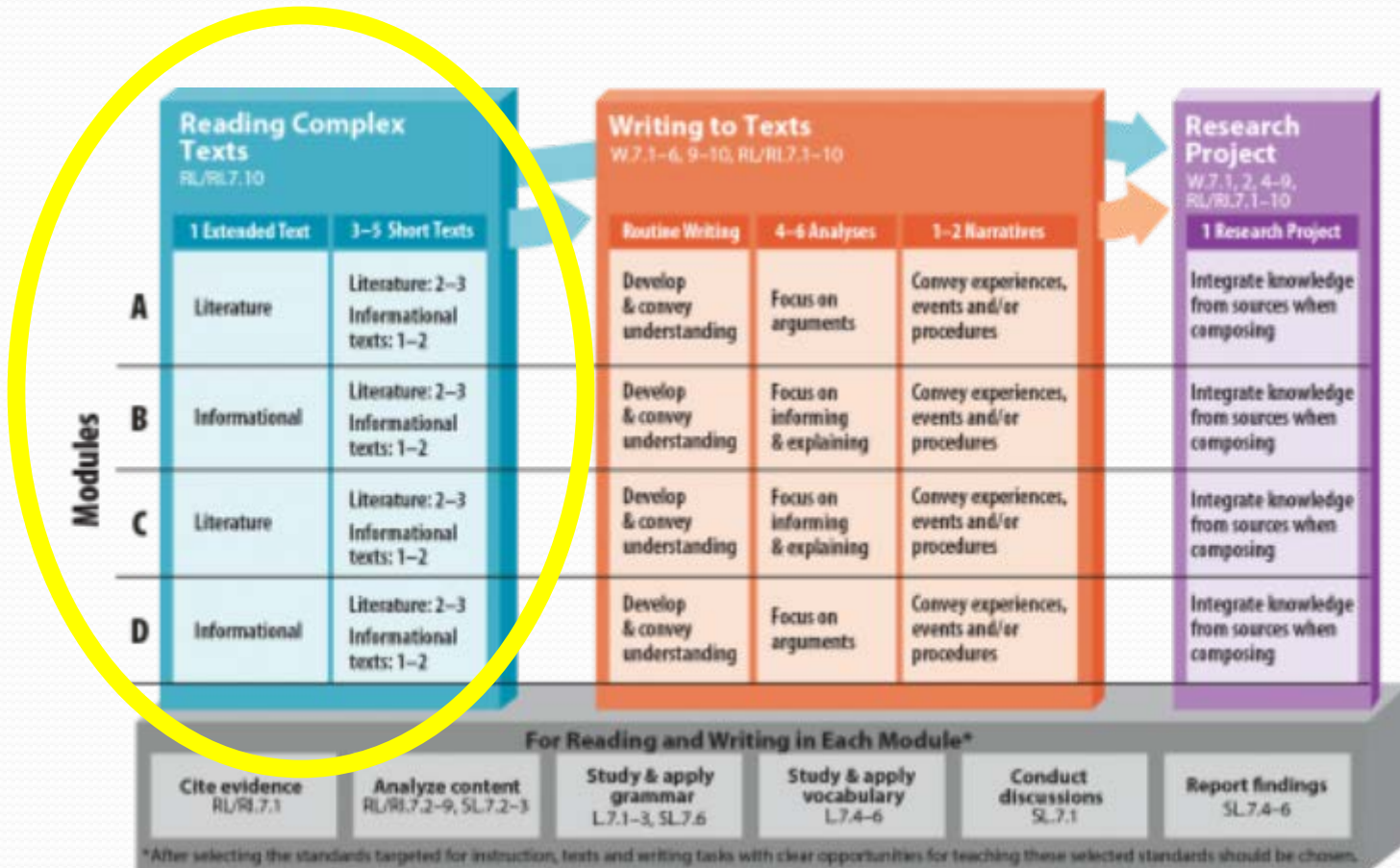
PARCC Framework Grade 10
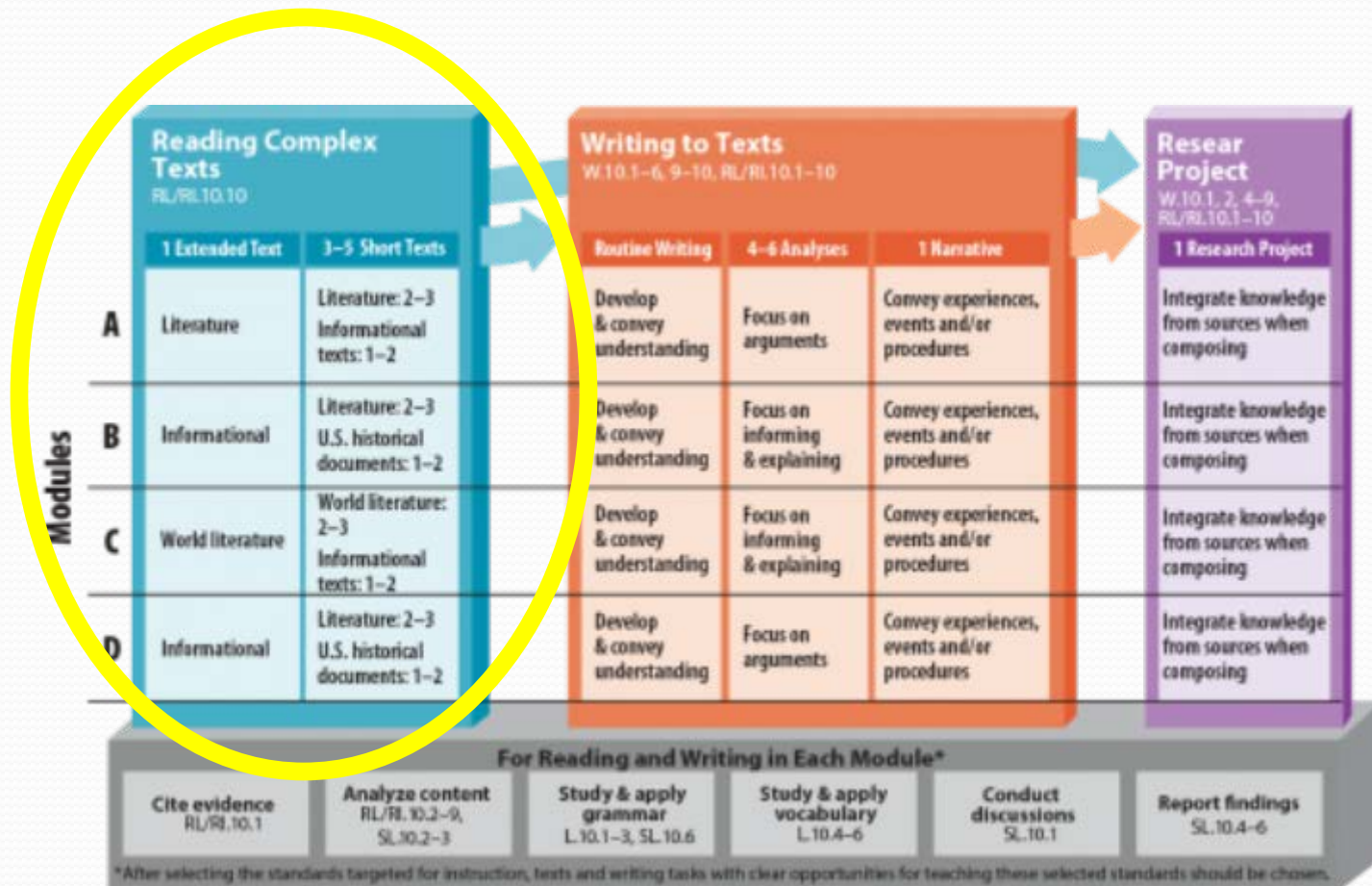
Where Do I Find the PARCC Frameworks

Frameworks by Grade

"Students access the world — science, social studies, the arts and literature — through text. At least 50% of what students read is informational."

What the Student Does...	What the Teacher Does...
Build **content knowledge**	Balance **informational** & literary text
Exposure to the world through **reading**	**Scaffold** for informational texts
Apply **strategies**	Teach **"through" and "with"** informational texts

SHIFT 2

6-12 Knowledge in the Disciplines

ELLs Need to be Exposed to Reading and Writing Across Content Disciplines

Students <u>learn</u> through domain-specific texts, rather than simply <u>referring</u> to the text.

www.engageNY.org

Students are expected to learn from what they read through domain specific texts.

What the Student Does...	What the Teacher Does...
Build **content knowledge** through text	Shift identity: **"I teach reading."**
Handle **primary source** documents	Stop **referring** and summarizing and start reading
Find **evidence**	**Slow down** the history and science classroom

Old Paradigm

Content — Mostly vocabulary, Grammar — Language

http://ell.stanford.edu

New Paradigm

Content

Discourse
Text (complex text)
Explanation
Argumentation
Purpose
Typical structure of text
Sentence structures
ΔVocabulary
practices

Language

http://ell.stanford.edu
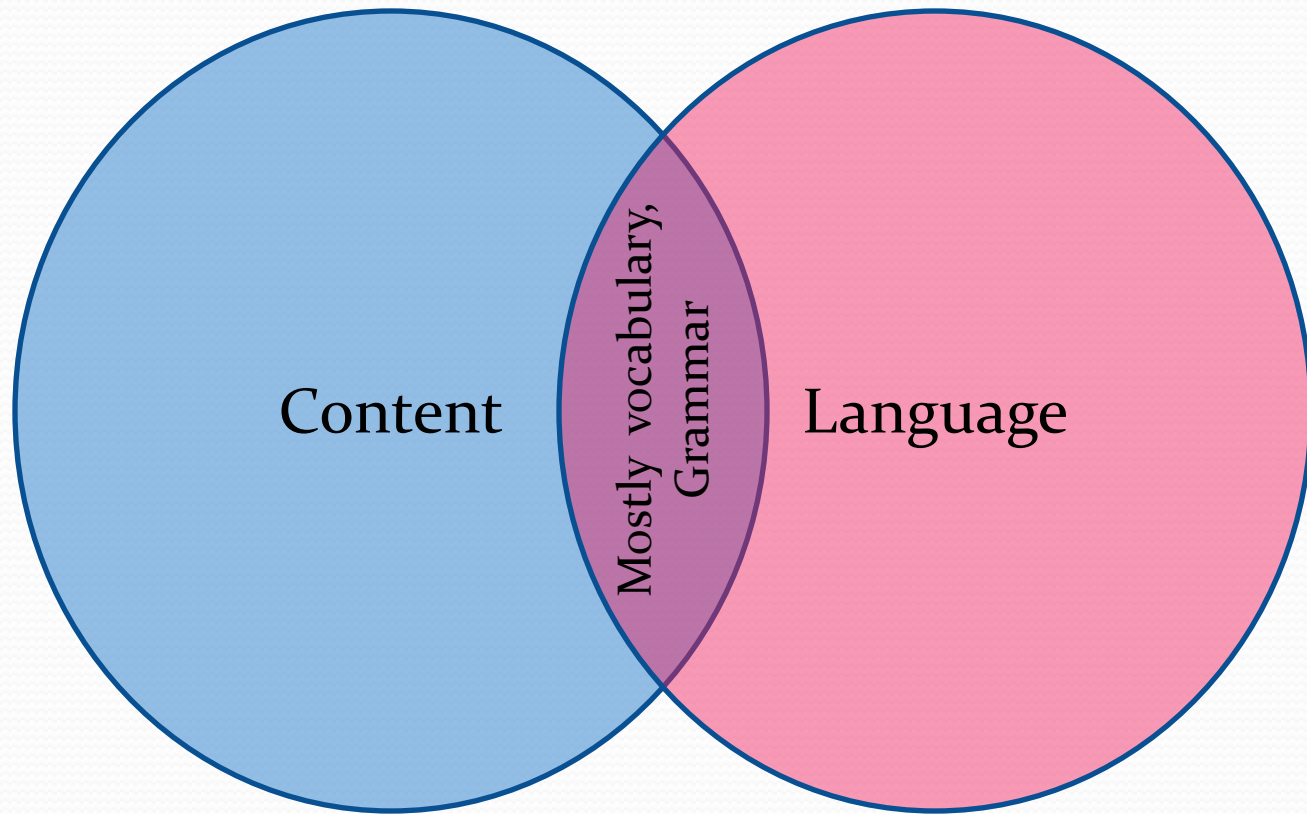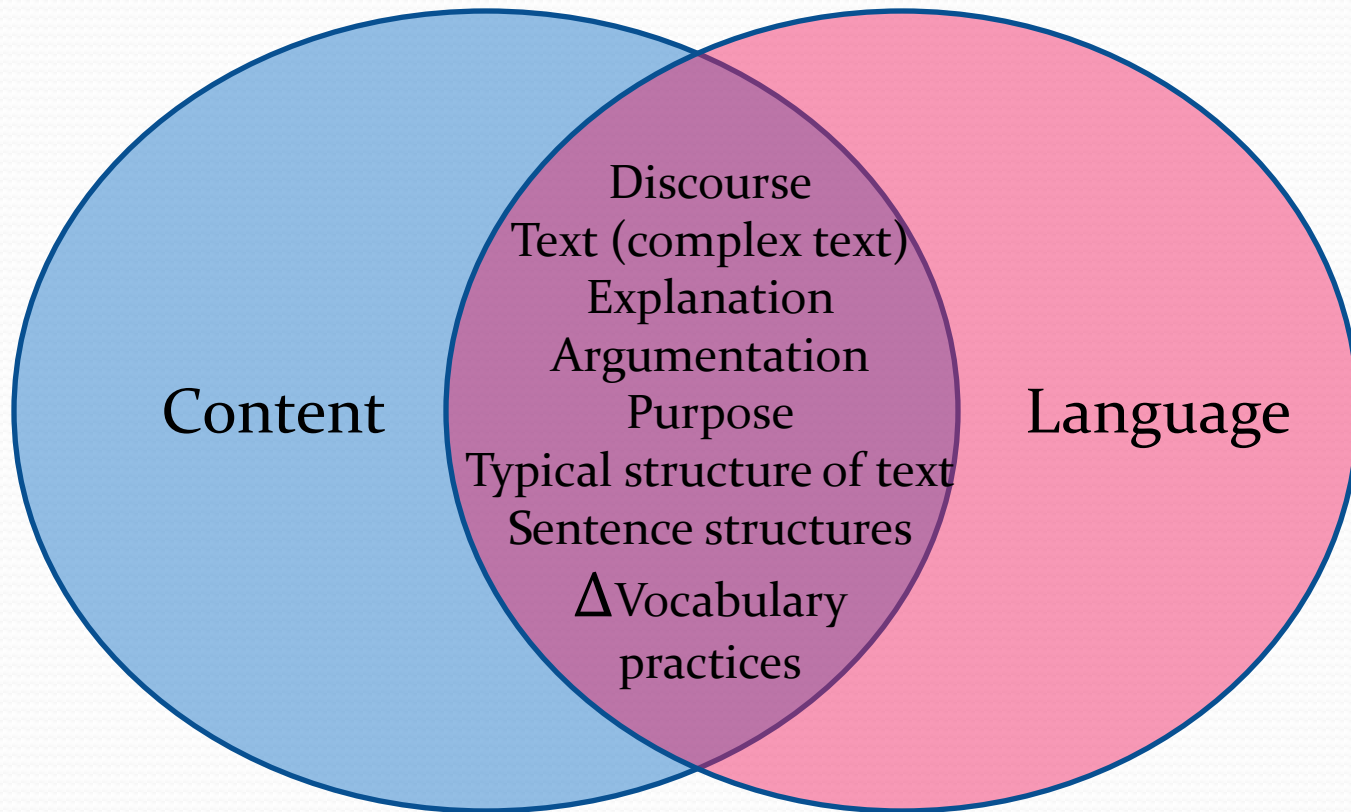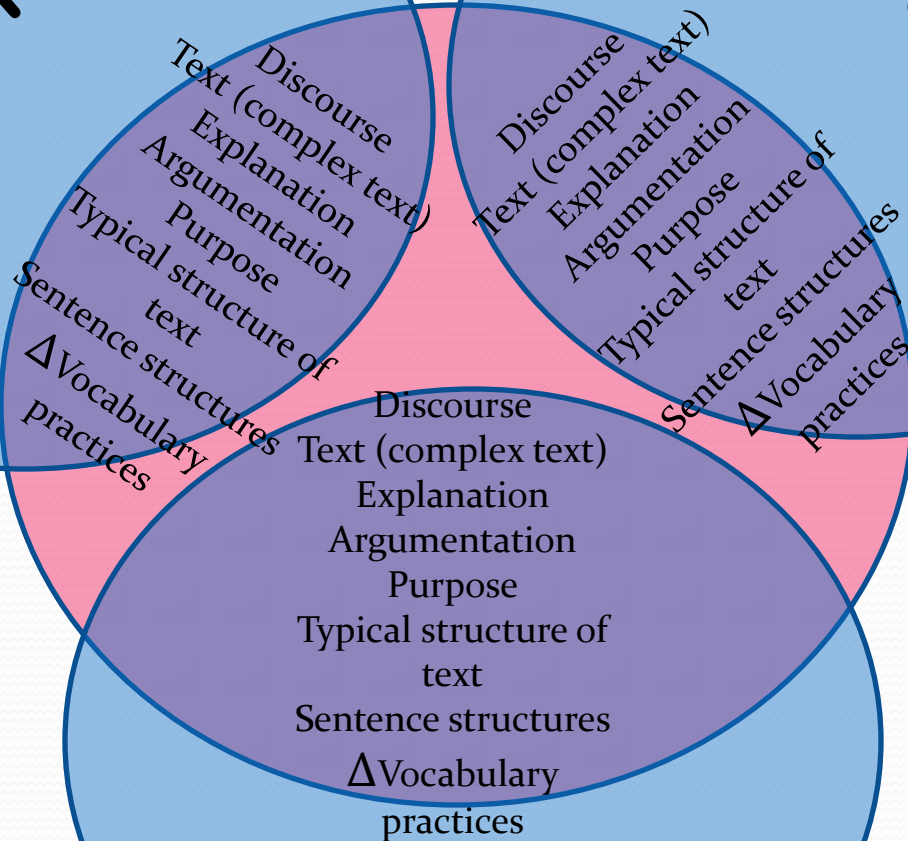
SHIFT 3

Text Complexity

"In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase"."

What the Student Does…	What the Teacher Does…
Re-read texts	Teach more **complex texts** at every grade level
Read material at **own level** to enjoy reading	Give students less to read in order to further **in depth**
Tolerate **frustration** with text	Spend **more time** on more complex texts
	Provide **scaffolding & strategies** to students
	Engage with texts with **other adults**

The Argument for Complex Texts for ELLs

1. The only way anyone learns the language that figures in complex texts is by getting into complex texts—but kids who are thought not to be ready for such materials never get their hands on anything that would allow them to acquire such language.

Dr. Lily Wong Fillmore

The Argument for Complex Texts for ELLs

2. That language is sufficiently different (grammatically, lexically, and in how information and ideas are packaged) that it has to be learned separately. It's what's required to get beyond a basic level of language or literacy.

Dr. Lily Wong Fillmore

Common Core Appendix B
Text Exemplars

Exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with.

- Stories
- Poetry
- Informational Texts

•CCSS Appendix B

From J. Arnosky, *Wild Tracks! A Guide to Nature's Footprints.* 2008.

"Of all the larger predators, wildcats are the most likely to use the same trails again and again. In deep snow, their habitual routes become gully trails in which the feline tracks going to and coming from their hunting grounds are preserved, down out of the wind, away from blowing snow."

• We see in this text a key characteristic of such language: informational density—a lot of information packed into phrases, clauses, sentences.

• Texts that are meant to inform or explain phenomena must include enough details to allow readers to comprehend and interpret the message.

Dr. Lily Wong Fillmore

What do ELs get? Greatly simplified texts
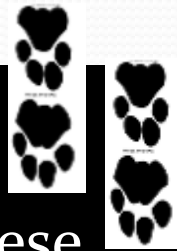
"An animal made these tracks. What animal made them? Did you guess a wildcat? The wildcat is a big cat. It hunts small animals. Which way was it going? Was it today or a week ago? We can't tell. Wildcats use the same path again and again. The paths are worn down."

- Simplified texts are supposed to be easier for English learners and language minority students to read and understand—but in fact they make literacy less attainable!
- To begin, they provide no clue as to how language really works in the kinds of texts they *should* be reading.

Dr. Lily Wong Fillmore

Excerpt from Martin Luther King, Jr. Letter from Birmingham Jail

Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait."

But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim;

when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society;

Excerpt from Martin Luther King, Jr. Letter from Birmingham Jail

when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six-year-old daughter why she can't go the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see the ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people;

Excerpt from Martin Luther King, Jr. Letter from Birmingham Jail

when you have to concoct an answer for a five-year-old son who is asking: "Daddy, why do white people treat colored people so mean?"

when you take a cross-country drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you;

when you are humiliated day in and day out by nagging sights reading "white" and "colored";

Excerpt from Martin Luther King, Jr. Letter from Birmingham Jail

when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs.";

when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments;

when you go forever fighting a degenerating sense of "nobodiness" – then you will understand why we find it difficult to wait.

Text Complexity

Select text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.
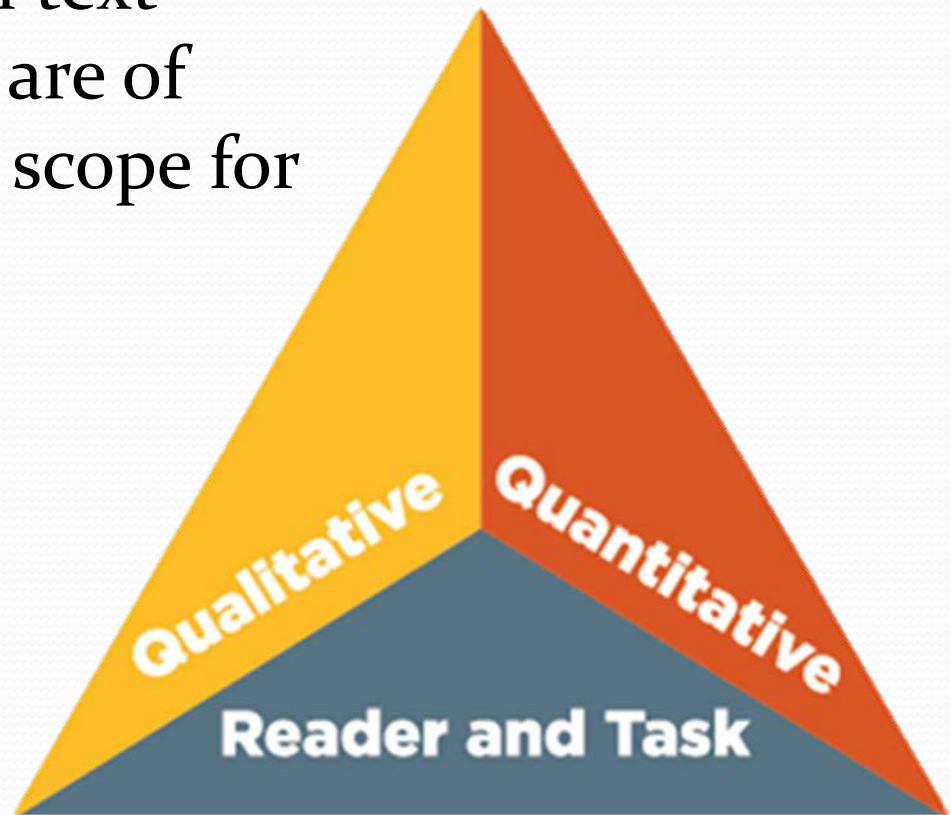
Quantitative Measures

The terms quantitative dimensions and factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

LEXILE

CCSS Appendix A

http://

Qualitative Measures

- Levels of meaning or purpose

- Structure of sentences and story

- Language – i.e. literal versus figurative

- Knowledge demands

Reader & Task Considerations

Teachers employ their professional judgment, experience, and knowledge of their students and the subject.

In addition, teachers of ELL students need to be mindful of both their student's proficiency levels and cultural background.

CCSS Appendix A

Common Core Lexile Ranges

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations*
K-1	N/A	N/A
2-3	450-725	420-820
4-5	645-845	740-1010
6-8	860-1010	925-1185
9-10	960-1115	1050-1335
11-CCR	1070-1220	1185-1385

*Modified table from CCSS Appendix A
Updated with CCSSO/National Governors Association Text Complexity Grade Bands and Associated Ranges from Multiple Measures

Text Complexity

In an effort to teach content, ELLs are often presented with adapted text and not always given access to interact with grade-level text.

SHIFT 4

Text-Based Answers

Move Away from Personal to Text Based Responses

- Classroom **discussions** and writing stay **connected** to the **text on the page**

- Students construct **arguments** in **conversation and writing** to assess comprehension

David Coleman April 28, 2011

"Classroom experiences stay deeply connected to the text on the page..."

What the Student Does...	What the Teacher Does...
Find evidence to **support** their argument	Facilitate **evidence-based conversations** about text
Form own **judgments** and become scholars	Plan and conduct **rich conversations**
Conducting **close reading** of the text	Keep students **in the text**
Engage with the author and **his/her choices**	Identify **questions** that are text-dependent, worthwhile, and stimulate discussion
	Spend much more time preparing for instruction by **reading deeply**.
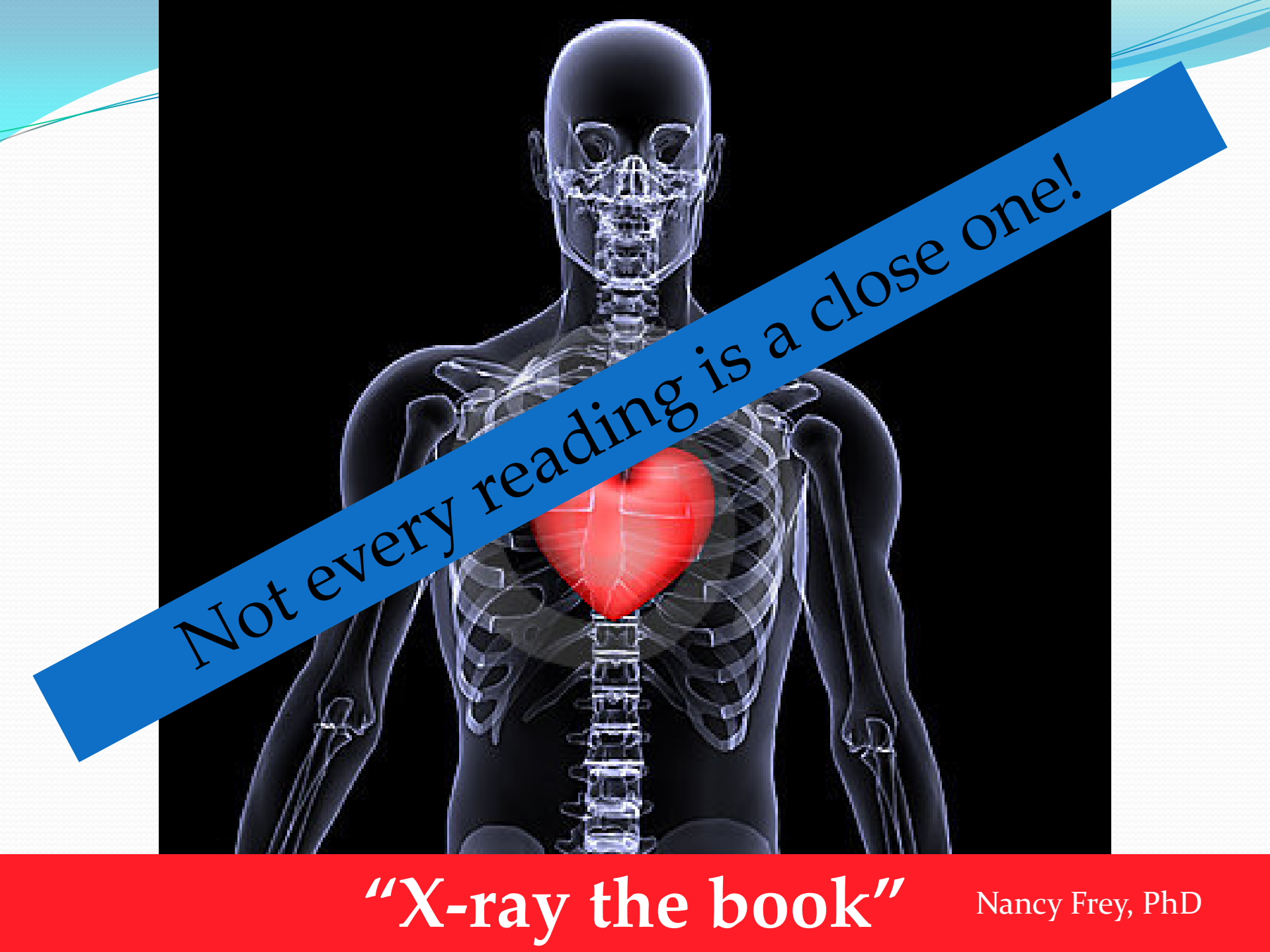
Close Reading
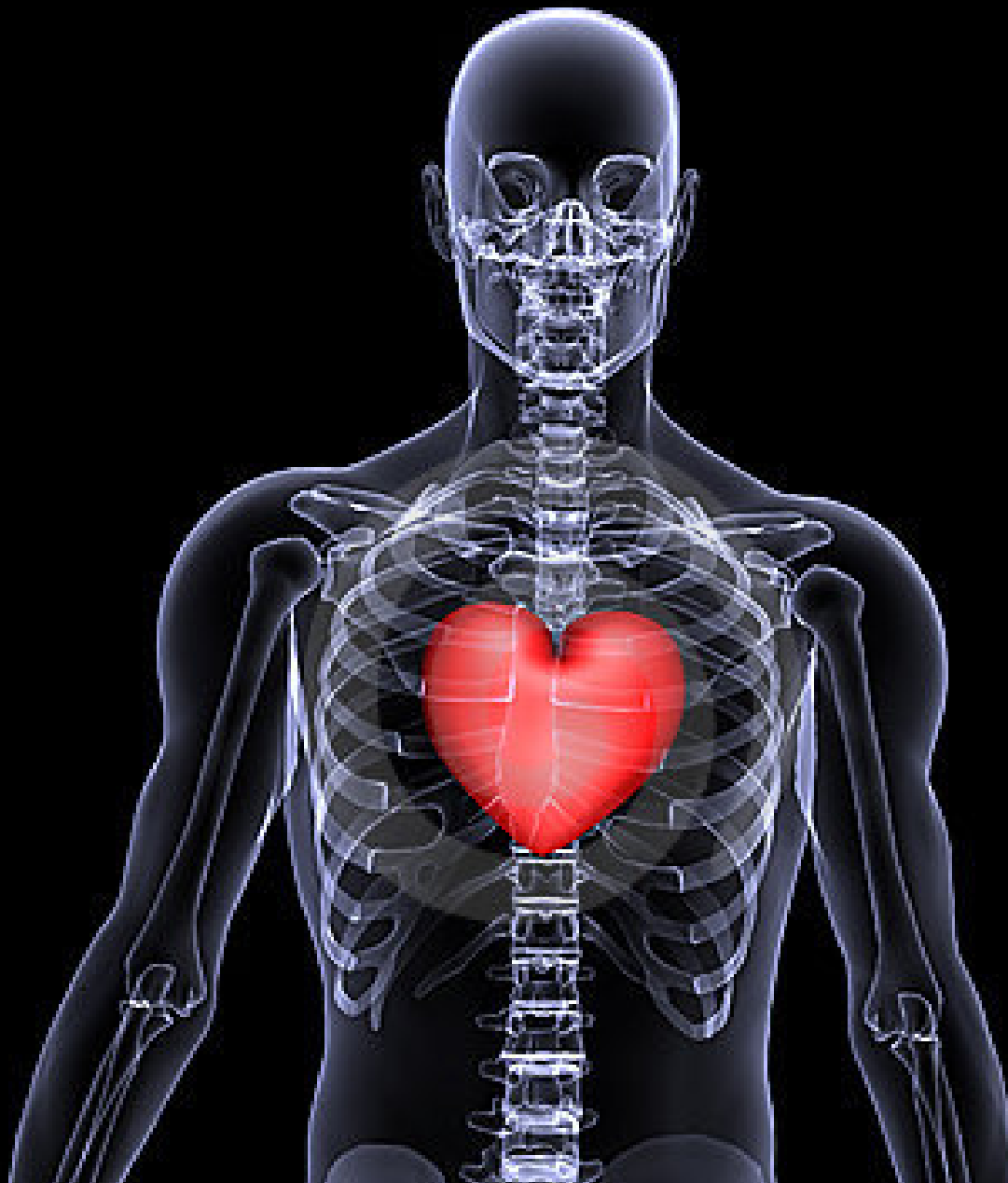
Nancy Frey, PhD

"X-ray the book" Nancy Frey, PhD

Not every reading is a close one!

"X-ray the book" Nancy Frey, PhD

Annotation is a note of any form made while reading text.

"Reading with a pencil."

Nancy Frey, PhD

Short passage

Complex text

Limited frontloading

Repeated readings

Text-dependent questions

Creating a Close Reading

Nancy Frey, PhD

Characteristics of Text-dependent questions

- Questions that can *only* be answered with evidence from the text
- Can be literal but can also involve analysis, synthesis, evaluation
- Focus on word, sentence and paragraph as well as larger ideas, themes or events
- Focus on difficult portions of text in order to enhance reading proficiency

Nancy Frey, PhD

Progression of Text-dependent Questions

Whole

Across texts

Entire text

Segments

Paragraph

Sentence

Word

Part

Opinions, Arguments, Intertextual Connections

Inferences

Author's Purpose

Vocab & Text Structure

Key Details

General Understandings

Nancy Frey, PhD
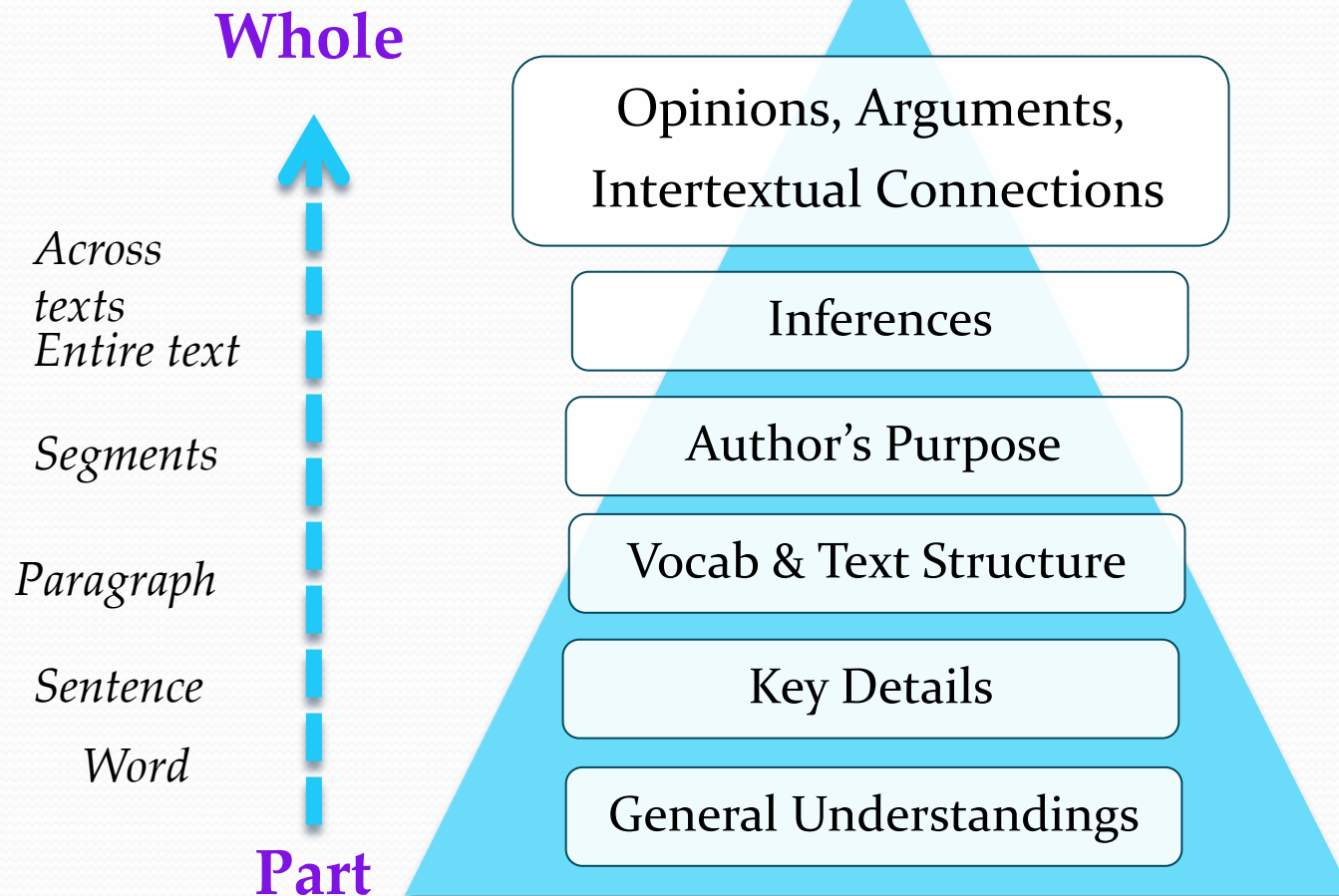
Develop Text-dependent Questions for Your Reading

❑ Do the questions require the reader to return to the text?

❑ Do the questions require the reader to use evidence to support his or her ideas or claims?

❑ Do the questions move from text-explicit to text-implicit knowledge?

❑ Are there questions that require the reader to analyze, evaluate, and create?
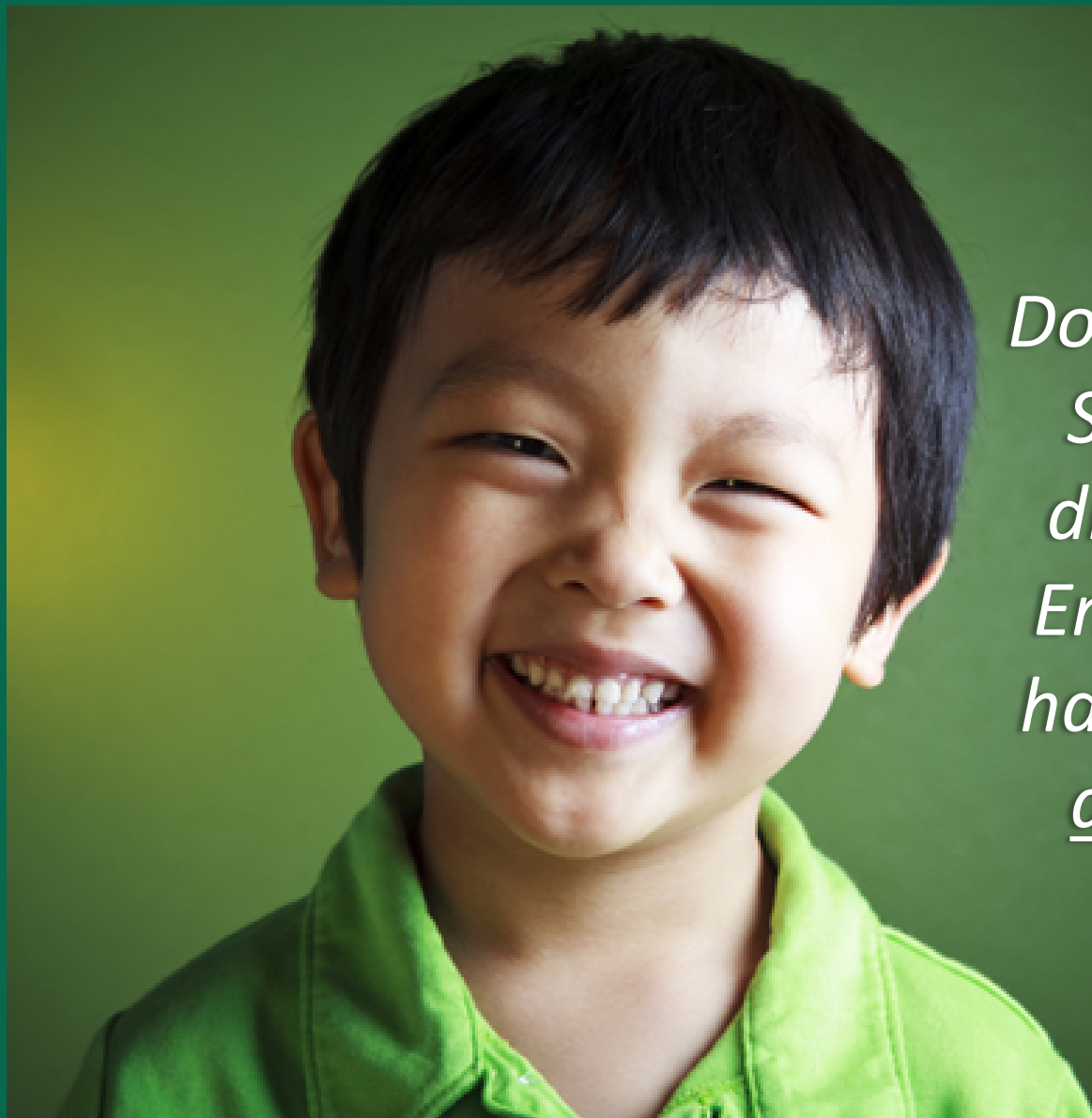
Nancy Frey, PhD

Don't over-teach. Students with disabilities and English learners have the right to <u>appropriately</u> struggle!

Nancy Frey, PhD

Accommodations for Close Reading

- Provide students with copies of text-dependent questions in advance of reading.
- Pre-teach reading, especially background knowledge and cognates.
- Provide realia or visual glossaries to support student learning.
- Highlight contextual clues.

Nancy Frey, PhD
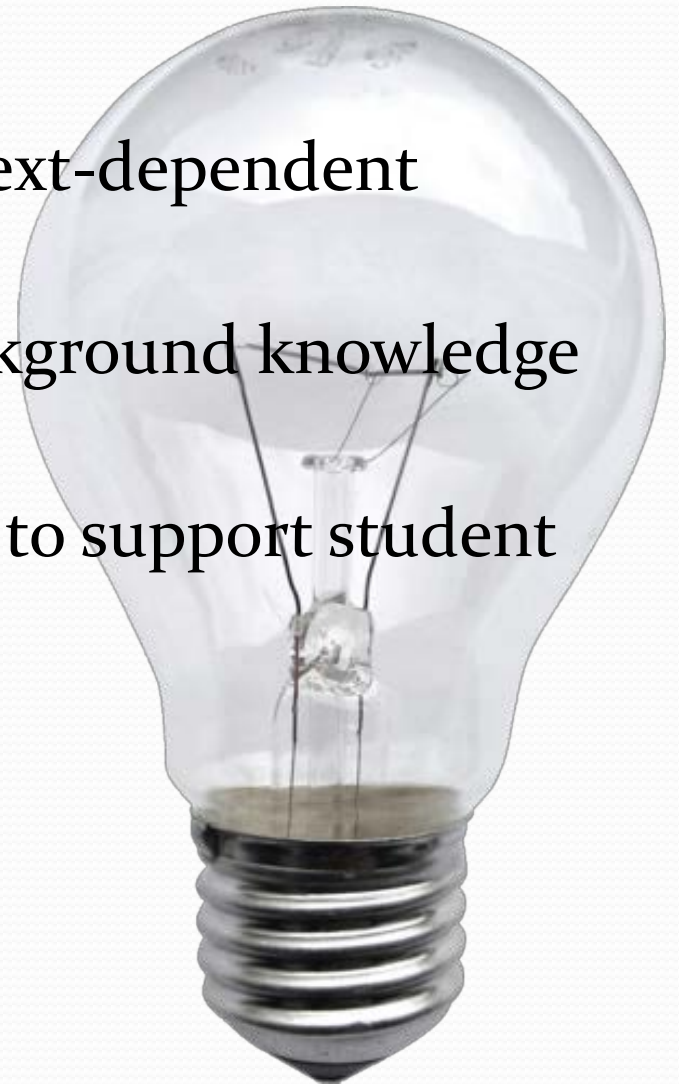
SHIFT 5

Writing from Sources

Common Core Standards expect students to write …

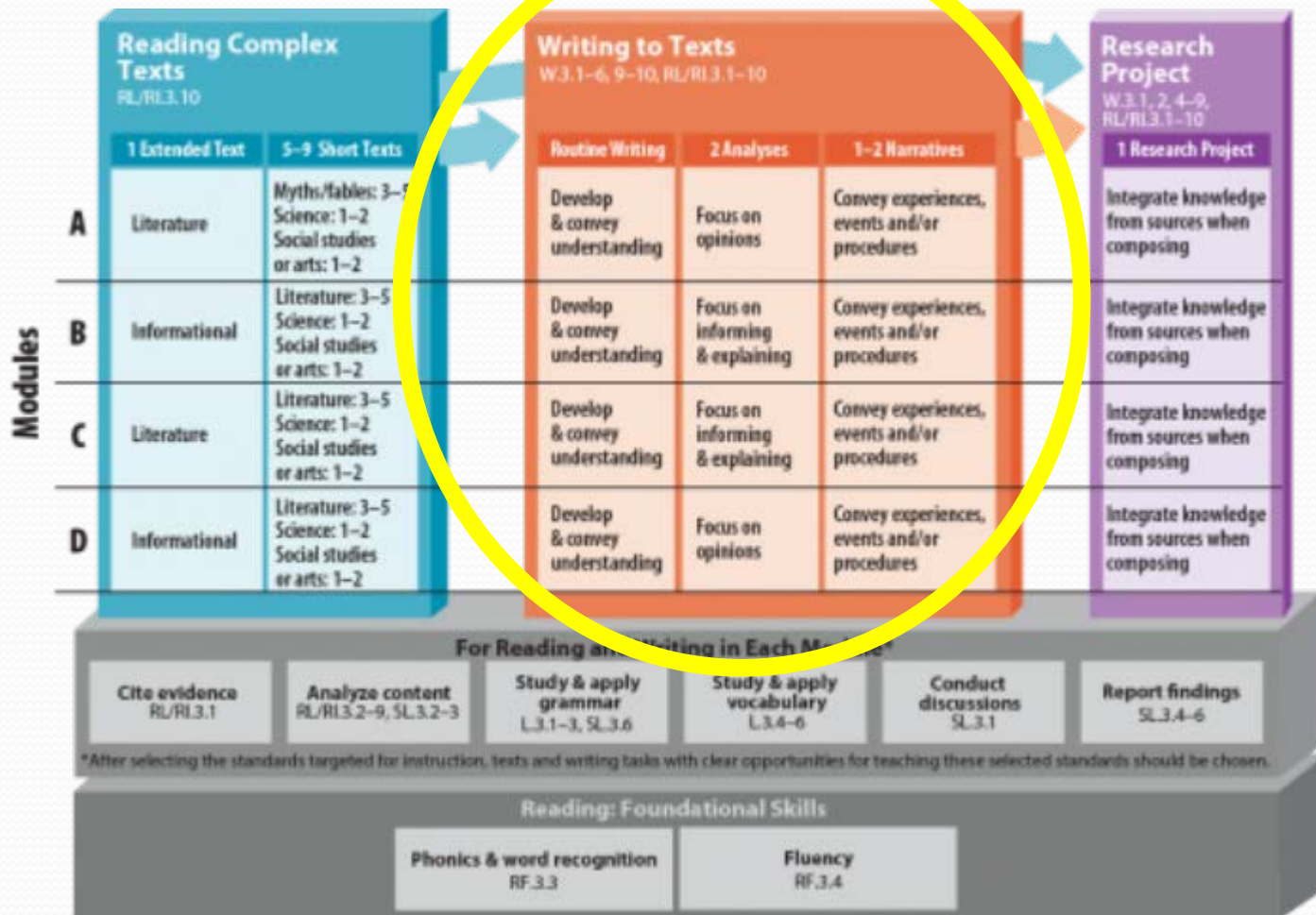**Writing needs to emphasize <u>use of evidence</u> to <u>inform</u> or <u>make an argument</u> rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through <u>written arguments</u> that respond to the ideas, events, facts, and arguments presented in the texts they read.**

"Writing needs to emphasize use of evidence to inform or make an argument…"

What the Student Does…	What the Teacher Does…
Generate **informational texts**	Spend less time on **personal narratives**
Make arguments **using evidence**	Present opportunities to write from **multiple sources**
Organize for **persuasion**	Provide opportunities to **analyze and synthesize** ideas
Compare **multiple sources**	Develop students' voice so that they can **argue a point with evidence**
	Give permission to **reach and articulate their own conclusions** about what they read

PARCC Framework Grade 3

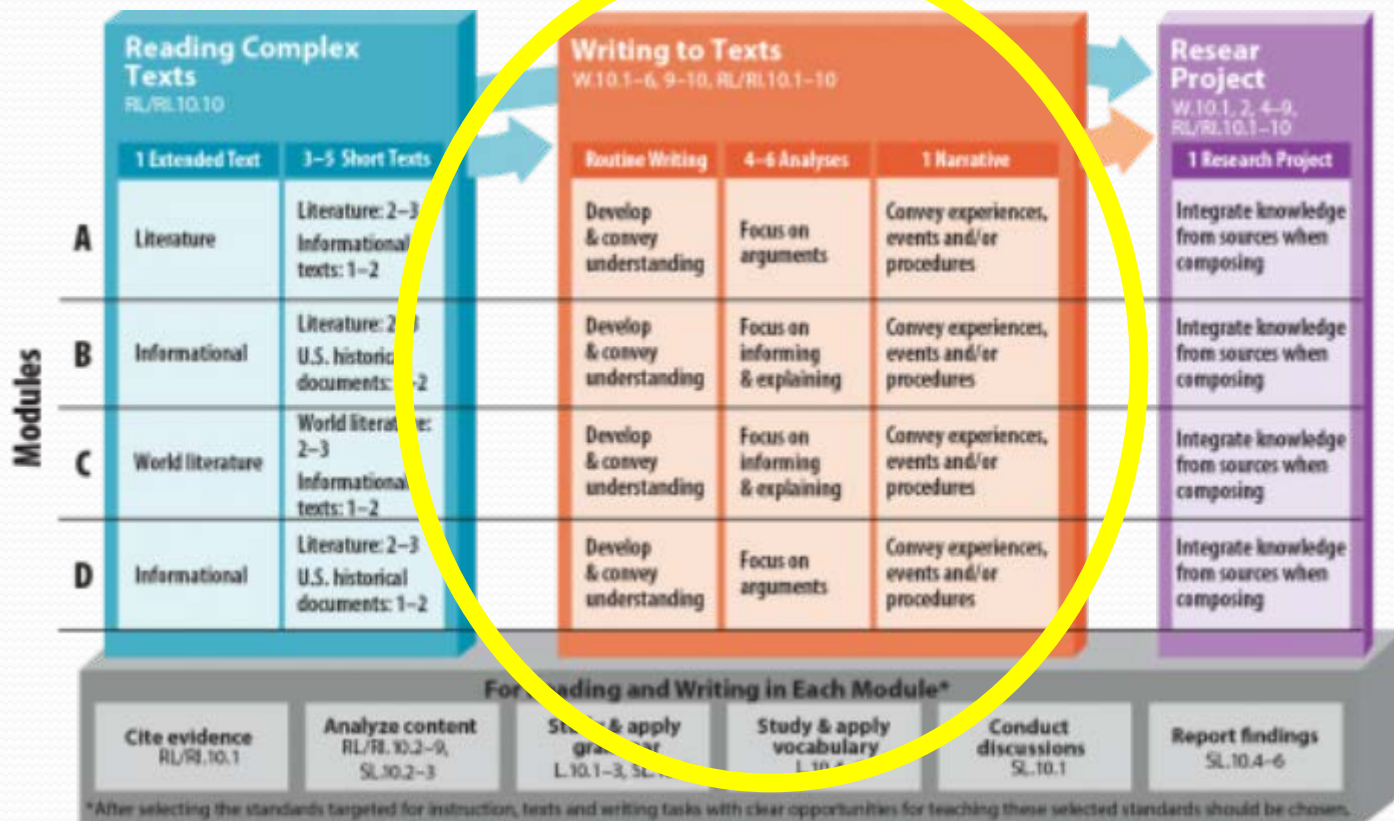# PARCC Framework Grade 7

PARCC Framework Grade 10

Modules	Reading Complex Texts RL/RI.10.10		Writing to Texts W.10.1–6, 9–10, RL/RI.10.1–10			Research Project W.10.1, 2, 4–9, RL/RI.10.1–10
	1 Extended Text	3–5 Short Texts	Routine Writing	4–6 Analyses	1 Narrative	1 Research Project
A	Literature	Literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
B	Informational	Literature: 2 U.S. historical documents: 2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
C	World literature	World literature: 2–3 Informational texts: 1–2	Develop & convey understanding	Focus on informing & explaining	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing
D	Informational	Literature: 2–3 U.S. historical documents: 1–2	Develop & convey understanding	Focus on arguments	Convey experiences, events and/or procedures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

| Cite evidence RL/RI.10.1 | Analyze content RL/RI.10.2–9, SL.10.2–3 | Study & apply grammar L.10.1–3, SL. | Study & apply vocabulary L.10. | Conduct discussions SL.10.1 | Report findings SL.10.4–6 |

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.

SEI Teachers Need to....

Increase how much ELL students write.

Students' reading comprehension is improved by having them increase how often they produce their own texts. (Graham and Herbert, 2010)

SHIFT 6

Academic Vocabulary

Words are not just words. They are the nexus—the interface—between communication and thought.

When we read, it is **through words that we build, refine, and modify our knowledge**. What makes vocabulary valuable and important is not the words themselves so much as the **understandings they afford**.

Marilyn Jager Adams (2009, p. 180)

"Students constantly build the vocabulary they need to access grade level complex texts."

What the Student Does...	What the Teacher Does...
Use **high octane words** across content areas	Develop students' ability to **use and access words**
Build **"language of power"** database	Be **strategic** about the new vocabulary words
	Work with words students will use **frequently**
	Teach **fewer words** more deeply

How to Find Appendix A…

Tiered words

Examples of Tier Two and Tier Three Words in Context

The following annotated samples call attention to Tier Two and Tier Three words in particular texts and, by singling them out, foreground the importance of these words to the meaning of the texts in which they appear. Both samples appear without annotations in Appendix B.

Example 1: *Volcanoes* (Grades 4-5 Text Complexity Band

Excerpt

In early times, no one knew how volcanoes formed or why they spouted red-hot molten rock. In modern times, scientists began to study volcanoes. They still don't know all the answers, but they know much about how a volcano works.

Word Tiers by Isabel Beck

	Tier 1	Tier 2	Tier 3
Description	Basic words that most children know before entering school	Words that appear frequently in texts and for which students already have conceptual understanding	Uncommon words that are typically associated with a specific domain
Examples	**clock, baby, happy**	**sinister, fortunate, adapt**	**isotope, peninsula, bucolic**

(Beck, McKeown, Kucan, 2002)

Teaching Tier 1 Words

- We take it for granted that native English-speakers know most Tier 1 words, but this is not the case for ELLs. Many Tier 1 words may be unknown to ELLs and key to the comprehension of a passage.

Tier Two Words and Access to Complex Texts

- Tier Two words are frequently encountered in **complex written texts** and are particularly powerful because of their wide applicability to many sorts of reading.

- Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention.

CCSS Appendix A

Tier Three Words and Content Learning

- Vocabulary development for these words occurs most effectively through a coherent course of study in which subject matters are integrated and coordinated across the curriculum and domains become familiar to the student over several days or weeks.

CCSS Appendix A

Density and Complexity

- More and more garbage! Every day people throw more trash away. As the world population increases, *more* people throw trash away. Garbage trucks come to pick it up, but where does all this trash go?

- Blue = Tier 1 vocabulary

Gibbons, G. (1996). *Recycle! A handbook for kids*.New York; Little, Brown.

Density and Complexity

- More and more garbage! Every day people **throw** more trash away. As the **world** population increases, *more* people throw trash **away**. Garbage trucks come to pick it up, but where does all this trash **go**?

- Blue = Tier 1 vocabulary

- Green = Tier 2 vocabulary

Gibbons, G. (1996). *Recycle! A handbook for kids*.New York; Little, Brown.

Nancy Frey
www.fisherandfrey.com

Density and Complexity

- More and more garbage! Every day people **throw** more trash away. As the **world** population increases, *more* people throw trash **away**. Garbage trucks come to pick it up, but where does all this trash **go**?

- Blue = Tier 1 vocabulary

- Green = Tier 2 vocabulary

- Red = Tier 3 vocabulary

Gibbons, G. (1996). *Recycle! A handbook for kids*.New York; Little, Brown.

English language learners need structured opportunities to use the new academic vocabulary EVERY DAY.

Students will not develop a powerful expressive academic vocabulary just from listening to a discussion. They develop it by really being taught and by being put in situations where they have to use the words.

[PDF] Teaching Academic Vocabulary, *Kate Kinsella* - RESOURCE
*www.scoe.org/docs/ah/AH_**kinsella**2.pdf -*

In Conclusion

The Common Core is relevant for both SEI teachers and ELL students. There are 6 Instructional Shifts that are being made in content classrooms and need to also be a consideration in the SEI setting.

By building knowledge through informational texts, reading and writing grounded in evidence, and regular practice with complex texts and academic vocabulary, teachers will prepare the English language learner for the demands of the mainstream classroom, after reclassification.

6 Shifts

3 Shifts:

1: Balancing Informational and Literary Texts

2: Knowledge in the Disciplines

= 1: Building knowledge through content-rich nonfiction and informational texts.

4: Text-based Answers

5. Writing from Sources

= 2. Reading and writing grounded in evidence from text.

3: Staircase of Complexity

6. Academic Vocabulary

= 3. Regular practice with complex text and its academic vocabulary.

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